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A diversified outdoor education project under Title III, Elementary and Secondary Education Act of 1965, was started in June 1967 in Rockingham County, North Carolina. Objectives, activities, and student performance in the 3 phases of the program were evaluated through September 1968. A combined outdoor education and corrective reading program consisted of structured and nonstructured reading experiences revolving around individual interests and needs. A resident camp program for mentally retarded youth provided 24-hour supervision and instruction in communication skills, physical development skills, self-help skills, social behavior skills, and practical work skills. The third program within the project involved conservation and nature studies through actual examples and experiences. (JH)

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DESCRIPTIVE EVALUATION REPORT
DIVERSIFIED OUTDOOR EDUCATION

TITLE III, ESEA

Rockingham County School System
Wentworth, North Carolina

RC 003344

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DESCRIPTIVE EVALUATION REPORT OF DIVERSIFIED OUTDOOR EDUCATION

PROJECT I, TITLE III, ESEA
JUNE 1967 - SEPTEMBER 1968

Rockingham County School System
Wentworth, North Carolina

Foreward

This report, the Descriptive Evaluation Report of Diversified Outdoor Education, Project I, Title III, ESEA, Rockingham County School System, which was prepared by the reading camp staff, the special education camp staff, the nature study camp staff and various consultants, may be divided into several parts as indicated:

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Descriptive Evaluation Report

I. Name of Project

Project I - Diversified Outdoor Education

II. Description of Project

The diversified outdoor education program began as an innovative project in June, 1967. This innovative approach to teaching is designed to help all children in the area of environmental education, mentally retarded children, and children from average classrooms who have severe reading difficulties. The program is unique in that although some schools have conducted small programs of outdoor education, nothing has been attempted in North Carolina of the scope and variety included in this project.

Traditionally, all classes are taught in the classroom. This program uses the outdoors to the fullest extent possible. The teaching of corrective reading outdoors is a new approach to the reluctant reader. The use of the older retardates for counselor aides in working with the mentally retarded is a new approach to teaching pre-vocational skills. The concept of environmental education is quite new in Rockingham County. Each activity is designed to complement school activities and to strengthen the student in those activities. However, no activities are duplicates of classroom activities.

The project is divided into three phases. Program A is the Corrective Reading Phase. Program B is the Residential Outdoor Education for the Retarded Phase. Program C is the Conservation and Nature Studies Phase.

Program A consists of a combined outdoor education and corrective reading program which gives children with similar difficulties the opportunity to share common interests and problems by working and playing together. This outdoor situation provides an experimental background from which the child can better understand the problems of life that surround him.

Planned reading activities revolve around the child's own interest and needs in a setting which lends itself to reinforce the child's accuracy of perceiving, listening, and recalling.

However, probably the most prominent problem existing among children who have reading problems, the rejection and fear of school work, is partially if not totally solved in an atmosphere of freedom. Although structured as well as nonstructured reading experiences were used during the summers of 1967 and 1968, individual instruction in an outdoor setting created a more positive attitude toward reading activities.

Program B is designed to help the mentally retarded. Mentally retarded individuals need outlets of energy, opportunities to socialize, opportunities to make friends, and opportunities to develop skills just as much, and maybe more so, than normal individuals. This program of outdoor education provides an excellent environment for learning communication skills, self-help skills, social behavior skills, physical development skills, and practical work skills. This program provides instruction and supervision for the mentally retarded on a twenty-four hour basis without depriving him of a family-type relationship. Also, the program enables the retarded children to have an opportunity to live away from home and develop a feeling of independence.

Program C tests an age old principle that some lessons and experiences are best taught and learned in the outdoors; therefore, Program C is concerned with conservation and nature studies. Here, the need for conservation can be best taught through actual examples and experiences. The application of health and safety principles can be tested. Residential or outdoor education provides a natural environment where the children are involved in real life experiences.

III. Project Objectives

1. To raise the reading levels and to promote language development of children from the fourth, fifth, sixth, and seventh grades who possess average and above average intelligence, but whose performance in the areas of reading and language is blocking achievement.

2. To increase the use of the library by reluctant readers.

3. To improve the social living skills of the educable and mentally retarded.

4. To improve the skills of swimming, running, jumping, and catching.

5. To improve the performance of simple work skills performed by the mentally retarded.

6. To increase each child's knowledge through nature studies.

7. To increase each child's knowledge concerning conservation.

IV. Evidence that Level of Development was Raised by the Project

Evidence indicating that substantial progress was made in raising the reading level of the group was provided

through pre-tests and post-tests. Results show a definite increased positive skew indicative of progress made in the comprehension levels of the total group.

The mean for the pre-test was 133.5 (raw) compared with the mean for the post-test which was 140 (raw). Another test showed definite progress made when the mean grade equivalent for the pre-test was 4.6 as compared to the mean grade equivalent of the post-test of 5.53.

By observations and evaluations of staff and inservice teachers, the children were reading books for fun and enjoying them. Erratic handwriting improved. The interest of the children increased as the program progressed. Concentration improved. The children developed longer memory for printed words.

The children's living skills improved. They were observed and evaluated as learning manners, getting along with one another, becoming less dependent of others, gaining a greater degree of patience, and learning responsibility.

Many children learned to swim who had never been in the water before. Games designed to improve coordination were highly effective.

Nature studies caused the children to become more aware of their surroundings. They became more a part of life because of their contact with nature through this program.

V. Activities Most and Least Effective in the Project

1. Most Effective

a. Hikes and Trips

b. Arts and Crafts
c. Nature Study
d. Non-Structured Language and Reading Activities Developed from Other Activities.
e. Structured Reading Activities
f. Oral and Written Language Activities
g. Cabin Life Activities
h. Dining Hall Courtesy and Procedures
i. Music Activities
j. Hygiene Practices and Activities

2. Least Effective

a. Physical Games of Skill
b. Swimming Activities
c. Patriotism Activities
d. Physical Fitnees Program for the Retarded
e. Rest Periods and Ceremonial Activities

VI. Modifications Planned in the Structure of Activities and Services

1. Extended in-service training for teachers so that some phases of the program can be carried through the year.

2. More counseling and education between staff and children's families.

3. Reorganization of camp schedule where necessary and where experience has indicated that a change would make the program more effective.

4. All agencies furnishing volunteers will be instructed as to how to train those workers so that they might be even more effective.

5. Camp atmosphere will be even less formal than during the previous programs.

6. Arrangements will be made for smaller groups for instruction purposes. (Whenever feasible)

7. The curriculum will be broadened wherever possible.

VII. Activities and Services of the Diversified Outdoor Education Program

Program A - Corrective Reading

During the Summer of 1967, Rockingham County Schools, Rockingham County, North Carolina conducted two phases of the three-part program of outdoor education. The program included children from the four administrative units in Rockingham County: Leaksville Township Schools, Reidsville Schools, Madison-Mayodan Schools, and Rockingham County Schools.

From June 19 to July 14, a reading camp was conducted for thirty-six boys and girls from the fifth, sixth and seventh grades.

The corrective reading program used the assistance and cooperation of the pupils in developing reading activities while keeping in mind the objectives of the project, various interests of the children, differences in personalities, social needs, emotional needs, and individual needs in the areas of reading and language.

To carry out this phase of the program, the following processes were employed:

Children were given various individual tests in order that evaluations could be made as to reading level, intelligence and physical health.

Further defined diagnostic testing such as visual discrimination, auditory discrimination, vocabulary, and comprehension was done.

The daily schedule included the following group activities

(1) Hikes and trips
(2) Physical games of skills

(3) Swimming
(4) Arts and crafts
(5) Nature study
(6) Non-structured language and reading activities developed from other activities
(7) Structured reading activities
(8) Oral and written language activities and drills

Trips for the purpose of enriching the vocabulary and developing understanding were taken. Before a trip was taken, the instructors involved children in planning. They discussed questions concerning what might be seen and heard, behavior, and reasons for taking the trip.

Trips provided ideas for exhibits, arts and crafts, dramatics, and items for the camp newspaper.

After a trip, children were encouraged to tell stories about those aspects which most impressed them. They were also asked to compile lists of words unique to the trip. They also composed articles and stories for the camp newpaper.

Plays were written and acted out by the children.

Easy to read books and materials were provided.

Inexpensive books which were of special interest to the children were given to them at the end of the program.

Each child was kept informed concerning his participation and progress.

In order to improve the calibre of reading instruction in the public schools, in-service training was given each week. Four local teachers from throughout the county, each week, participated in this in-service training program. In-service teachers or trainees were required to participate in all activities. Each day, each trainee was assigned to a professional staff member under whose direction the trainee studied, observed, and worked. The purpose of this part of the program was to improve the teacher's understanding of children who have specific problems and to give new techniques and methods of teaching. At the end of the week, each trainee

was required to write her own evaluation of the work of the week.

As the summer of 1968 approached, many doubts, fears and indecisions of the previous camping experience had subsided. The school year of 1967-68 had been spent in trying to find solutions to some of the problems and finding new methods and improving old ones.

On June 13, 1968, the Diversified Outdoor Education Program began its Phase A, Corrective Reading, with staff orientation and planning.

On June 16, the children arrived. There were forty-four boys and girls in grades five, six, and seven from the four administrative units in Rockingham County: Eden Schools, Reidsville Schools, Madison-Mayodan Schools, and Rockingham County Schools.

Keeping in mind that the major objective of the corrective reading program was to raise the reading achievement levels of the boys and girls involved, the program employed the following processes and activities:

Telebinocular tests were administered and cases needing correction were referred to the doctor for further evaluation and treatment.

The Iowa Silent Reading Test, Form A was administered.

The decision was made to maintain four basic groups based principally on academic standing. However, some consideration was given to sex and swimming status. First priority was given to reading status.

The groups 1, 2, 3, and 4 (low to high) were assigned on the basis of the grade placement on Iowa Silent Median Scores as indicated on profiles.

An initial talk was given to the children about communicative skills and how each interrelates with the total act of reading.

An introduction was made to vocabulary study as it relates to total camp environment. This study was continued throughout the camp stay.

Recreational reading activity was carried on throughout with the emphasis twofold:

(1) To develop desire and interest in free reading allowing children the opportunity to recognize that fellow campers accept this activity without coercion.
(2) To relate this informal activity with interests in various aspects of camp life. Example: A child's interest in some phase of natural science might be broadened by pointing up reading material of general interest and/ or specific interest on various reading levels.

Vocabulary development expanded outside reading activity: water front, nature study, guidance, cabin life, dining area, etc. The personnel throughout the camp were alerted to help with the vocabulary development.

Introduction of dictionary skills with the stress on the importance of alphabetical sequence since several children scored poorly in this area on group standard tests. Dictionaries for vocabulary and pronunciation were used.

Studies about the phonetic qualities in our language in which vowels were stressed and work was done with symbols. Emphasis was placed on following direction through listening and remembering.

The SRA Pilot Library 11a was introduced as free reading materials.

The MacMillan Reading Spectrum was made available to the children

The Controlled Reader was used. Stress was placed on left to right sequence. Notice was made of slowest members of reading groups lip and head movements and attention span.

The Hoffman Reader (filmstrips and records) making use of the earphones was used. This was very popular with the children.

The Gray Oral Reading Test was administered. Individual work was done with Mr. Campbell, the reading specialist.

The use and function of phonetic drills were:

(1) To establish a basis for regrouping for further instruction and development of phonetic skills for those who were able to continue.

(2) To create a further understanding on the part of the entire group, but especially with the children who indicated the lower degrees of academic prowess the urgency of learning to follow directions was stressed.

A trip was taken to Chinqua-Penn Plantation. The purpose of the trip was decided by the group and an extensive vocabulary list was used. Post-trip opportunities to write and discuss what was seen at Chinqua-Penn were given.

The SRA Reading Laboratory 11A was used by more advanced readers for the purpose of recreational reading and reporting.

Choral Reading was an activity employed and enjoyed by all children.

Check-ups were made to determine progress in phonetic skills and consideration was given to regrouping for this activity, i.e., those who had reasonable comprehension of basic skills regarding phonetics and diacritical markings could profit by further study in this area since it allows for lateral development of listening skills, as well as development of skills of clarifying fine points in detailed work.

Skill work in dictation drills was carried on throughout the camp period.

Study of vowel principles using oral drills was used extensively.

Informal inventories were filled out by the children.

Stress on left to right sequence in reading was carried over from the controlled reader to books of children's own choice.

Scrambled words were used as a follow through activity for various vocabulary lists, i.e., camp environment list (general), wild life lists (nature study), waterfront lists (swimming and boating).

Jumbled sentences, riddles, and spelling quizzes were used to create interest and to improve concentration.

Interest in local history, native flora, and fauna was used to develop various reading materials and activities.

A trip to Hanging Rock State Park was taken for the purpose of enriching vocabulary and developing understandings. Various fieldtrips were made for the purpose of enrichment.

The study of words, their origin, and their use including people's names derived from places and things, words from other languages, and root words were introduced and followed through.

The Iowa Silent Reading Test was administered at the end of the program for post-test results.

The Gray Oral Reading Test was administered at the end of the program for post-test results.

Work was done in notebooks regarding description and function of blends and digraphs, affixes, and controls (L.W.R.). Notebooks were carried home.

On July 13, 1968, the forty-four campers departed for home and the evaluations of the faculty and staff began.

The general objectives of the overall project of corrective reading were designed to stretch the classroom to include the outdoors and to enable a child to study, and even live, for a period of time in an outdoor setting so that the paths of learning in other areas of the curriculum might be opened, to increase the child's appreciation for nature, to improve the child's self-image, to provide him with additional skills, to enable him to enjoy additional pleasures of life, and to provide the community with a more informed citizenry.

These being the general objectives of the program, more specific objectives were set up for Program A - Corrective Reading. These being:

1. To raise the reading levels of children concerned.
2. To promote language development of children from the fifth, sixth, and seventh grades who possess average and above average intelligence, but whose performance in the areas of reading and language is blocking achievement.
3. To increase the use of the library by reluctant readers.
4. To improve the understanding of the teacher concerning children with reading problems.
5. To give the teacher new techniques and methods with which to work.

The successes of the corrective reading program may very well be summed up as it was by the faculty and staff at the end of the program, "the success of the program can

be verified only through the results of each individual's progress after he leaves camp. If each individual continues to progress as he did while at camp, he will have a different outlook on any reading activity."[1]

Every child involved in the 1967 summer program improved in some area of reading. The following chart indicates changes in interest, characteristics, and behavior relative to language and reading. This information was compiled from instructors' cooperative evaluations of each child.

1 Summation of Staff Evaluation, July 14, 1967

Record of Observations

Characteristics of Child and Symptoms of Severe Reading Disability

		June Often	July Often	June Sometimes	July Sometimes	June Rarely	July Rarely
1.	Early fatigue during reading lesson	25%	6%	36%	58%	39%	36%
2.	Difficulty with rhythm sequence	17%		28%	14%	55%	86%
3.	Loses place frequently	25%	3%	31%	17%	44%	80%
4.	Short attention span	25%	14%	39%	22%	36%	64%
5.	Auditory perception defective			8%	6%	92%	94%
6.	Poor concentration (focused attention)	14%	6%	33%	22%	53%	72%
7.	Short memory for printed words	6%	3%	19%	6%	75%	91%
8.	Speaks haltingly - must think ahead	6%	6%	14%	8%	80%	86%
9.	Displays normal or above average intelligence	67%	72%	28%	22%	5%	6%
10.	Poor oral vocabulary	31%	25%	44%	42%	25%	33%
11.	Repetition of same mistakes	33%	14%	50%	25%	17%	61%
12.	Poor spelling	53%	11%	36%	86%	11%	3%
13.	Reversal of letters or words	19%	3%	62%	19%	19%	78%
14.	Omission of letters	17%	3%	58%	89%	25%	8%
15.	Concept confusion-faulty association of letter-words, and objects	8%		11%		81%	100%
16.	Handwriting erratic	19%		39%	14%	42%	86%
17.	Wigglesome	22%	11%	39%	22%	39%	67%
18.	Too quiet	11%	3%	11%	11%	78%	86%
19.	Little interest	17%	6%	25%	11%	58%	83%
20.	Holds material far away			6%		94%	100%
21.	Holds head peculiarly					100%	100%
22.	Holds material closer to face than necessary	6%	3%	8%		86%	97%
23.	Frequently coughs,clears throat, begins over again, etc.	11%		11%		78%	100%
24.	Uses many excuses for not reading	17%	3%	44%	8%	39%	89%

Observations recorded June 19 through June 23 and July 10 through July 14

Probably the most important success factor derived from the program was the ease with which integration took place. Thirty-percent of the children were Negro and seventy per cent were white. Fifty per cent of the staff were Negro and fifty per cent were white. Almost every person visiting the camp remarked concerning good attitudes, cooperation, and interest displayed by campers and staff.

One mother reported that she asked her child what she had learned and the child replied, "I learned to like colored people. I didn't want a Negro teacher until I went to camp but now I don't mind." This child was assigned to a Negro teacher in September and is progressing socially and scholastically most favorably.

The results of a sociogram indicate that the most popular teacher was a young Negro woman. Children chose other children for activities irregardless of race. Interest, ability, and personality were the key reasons for making choices.

Every parent was asked the question: "Did your child learn anything other than reading skills that has been helpful?" The majority of the parents mentioned such endeavors as crafts, swimming, etc. However, the following assertions of parents depict those intangible qualities which are so difficult to teach yet are so essential to a pupil's growth as an acceptable and well adjusted individual.

> They learned how to make different things and work and get along together with different children.
>
> She learned to share with others and how important other people are.

They learned to communicate with each other better.

She learned to depend on herself.

I think maybe Tony was a little more grown-up when he came home. His ability to get along with others has improved greatly.

We are still happy about him having had the opportunity to attend reading camp. I also think the parents benefited from having talked to the teachers who were able to get close to children in areas they were not. Sometimes we parents are not quite objective enough.

We hope that the work started in this reading camp can continue for the ones who need it so much.

Learned to swim, how to get along with other people.

Being with other people has helped.

How to get along with other children, how to work and play together.

The County Commissioners and members of the Rockingham County School Board are greatly impressed with the total program. Very favorable comments were made by these officials.

The success which the program has realized is due to the efforts of an enthusiastic staff, who, with the deep interest of the children at heart, were willing to work long hours in cooperative endeavors. The interest of the Superintendent of Rockingham County Schools, who spent every night and every weekend in camp and who actually assisted with fieldtrips, hikes, campfires, evening programs, etc., and the interest and support of the County Commissioners who furnished funds for constructing five new buildings on camp property encouraged every member of the staff to contribute his miximum.

The enthusiasm of the staff had a positive influence on the children.

The following information indicates the attitude of parents toward the program. This information was obtained from a questionnaire sent to parents six months following the close of the 1967 summer camp. Eighty-eight per cent (88%) of the parents answered the questionnaire.

Reading Camp Questionnaire for Parents

	Yes	No	No Answer	Don't know
1. Does your child read more (books, articles, stories, or comic strips) since being in camp?	83%	5%	12%	
2. Do you think your child reads better since being in camp?	88%		12%	
3. Has your child bought or requested that you buy any books for reading or study?	77%	3%	20%	
4. Has your child shown more interest in reading?	83%		17%	
5. Does your child's teacher think camp was helpful?	44%		23%	33%
6. Would your child like to attend camp again?	61%	11%	28%	
7. Would you like for your child to attend reading camp again?	61%	8%	31%	
8. Do you have another child whom you would like to attend?	38%	30%	32%	
Average	67%	8%	21%	4%

Questions number six, seven, and eight were asked in an effort to better determine the true feelings of parents concerning the program. Some parents failed to answer all questions.

The following interesting answers were given by several parents on a questionnaire in answer to the question, "In your opinion, what was the best thing about the camping program?"

Helps child to understand what reading is for and what they are to get out of it.

The method in which reading was stimulated. She was amazed to find it could be fun.

The reading activities. She thinks that the reading activities helped her improve her reading.

We both agree that the small classes had the most to do with the success of the program. (Classes refer to interest groups)

I think the whole program was good and it would be hard to point out one best thing.

The question "In your opinion, what should be changed?" was asked of parents. This question was either left unanswered or answers similar to the following were given.

Everything was so well thought out that I don't think of anything that should be changed.

No complaints.

I don't really know, but I think that he could have had more training in swimming, because it's hard for him to catch on to things like that.

I really don't know of anything that I would change. It is a wonderful opportunity for everyone.

Nothing, except to expand.

I can't think of anything that should be changed, except not to let mothers and fathers visit during camp.

None, I think everything should stay as it is.

Poor vision was corrected in a number of cases. During the program, it was discovered that fifteen children had visual problems. Nine children needed glasses, while six children had severe eye defects. The doctor diagnosed that one child would have been blind within a few years. This child obtained the third highest I. Q. score on the WISC and showed high creativity in writing stories and dialogues. Assistance was obtained to correct her visual problem.

Another child was being considered for placement in a class for the mentally retarded until it was discovered that he possesses average intelligence but had a severe visual problem which could be corrected only through visual training.

Since the 1967 camp closed, a county optometrist has purchased the necessary equipment, has taken training, and is offering the service of visual training.

The parents of a child with convergent squint had refused to have the defect corrected; but after the child became involved in the program, the parents changed their minds.

Another child with divergent eyes was able to obtain necessary assistance through Title I, ESEA program. Also, Title I funds were made available for several pair of glasses.

Realizing that the success of a program of this type can be verified only through the results of each individual's progress in the years to come, it is believed by all concerned that much success was realized by the 1967 program.

Success from the 1968 program made itself realized during the program and is continuing to exhibit merits and favorable realizations derived from the program.

One of the most important successes that can be achieved with any person is a change for the better from any condition which is weakening his chances for success and accomplishment in life.

The chart on the following page indicates that a change in interests, characteristics, and behavior relative to language and reading difficulty did take place during the 1968 camp.

Record of Observations

Characteristics of Child and Symptoms of Severe Reading Disability

	June Often	July Often	June Sometimes	July Sometimes	June Rarely	July Rarely
1. Early fatigue during reading lesson	16%	2%	7%	16%	77%	82%
2. Short attention span	26%	3%	6%	24%	68%	73%
3. Short memory for printed words	18%	7%	2%	11%	80%	82%
4. Poor concentration (focused attention)	22%	13%	11%	18%	67%	69%
5. Poor oral vocabulary	56%	38%	5%	22%	39%	40%
6. Speaks haltingly-must think ahead	9%	7%	7%	9%	84%	84%
7. Repetition of same mistakes	40%	7%	22%	43%	38%	50%
8. Poor spelling	58%	58%	29%	22%	13%	20%
9. Reversal of words or letters	2%		5%	5%	93%	95%
10. Omission of letters	13%		11%	18%	76%	82%
11. Concept confusion-faulty association of letters-words, and objects	13%	11%	5%	7%	82%	82%
12. Handwriting erratic	24%	20%	5%	9%	71%	71%
13. Wigglesome	24%	5%	7%	22%	69%	73%
14. Too quiet	5%		2%	5%	93%	95%
15. Little interest	18%		5%	18%	77%	82%
16. Holds materials too far away			2%	2%	98%	98%
17. Holds head peculiarly	2%	2%			98%	98%
18. Frequently coughs, clears throat, begins over again, etc.	2%	2%	2%	2%	96%	96%
19. Uses many excuses for not reading	11%	5%	7%	11%	82%	84%
20. Lip movement during silent reading	9%	2%		7%	91%	91%

Observations recorded by teaching staff during first week and 4th week of 1968 program.

Success was shown in the difference between pre-test and post-test results. Every child was noticeably helped during the program. Some were able to show better results than others because of the sometimes unique and diversified problems of each individual.

On the Iowa Silent Reading Test comparison of the pre-test and post-test results show a definitely increased positive skew indicative of progress made in the comprehension levels of the total group. The mean for the pre-test was 133.6 (raw) compared with the mean for the post-test which was 140 (raw).

On the Gray Oral Reading Test, results of pre-testing and post-testing indicated a positive skew toward progress made. The mean grade equivalent for the pre-test was 4.6 as compared to the mean grade equivalent of the post-test of 5.53.

Based on observations recorded by the staff, the boys and girls were better able to work independently at the end of the program than at the beginning.

The children's interest reached a high peak. The staff capitalized on this interest.

The activities were so designed to develop an understanding of the problems and a sense of direction in solving them; therefore, as a result, the child learned to realize that he was reading "for profit" as well as reading "for pleasure."

Much success of the program was due to the fact that more qualified professional personnel were available this year in the areas of reading, guidance, testing, health, materials, and equipment.

Success developed in the area of in-service training for the teachers of the county. During the weeks that the teachers participated, they evaluated the success of the program. The following are summations of the teachers' evaluations.

> The teachers learned to use the equipment and materials available in the field of corrective and remedial reading.
>
> The teachers learned to use this equipment and materials in the most effective manner to produce the best results with children.
>
> The teachers gained first-hand experience by working with the children directly.

Better screening was done by schools previous to the program. Since the project was not approved until late Spring 1967, more time was available in 1968 so that better procedure could be used in the screening process. As a result, the selection of participants was more in keeping with the guidelines for selecting children for the program. School personnel knew better what type of student would qualify; however, psychological tests were administered before the child entered the program.

Better staff personnel was available for two reasons:

1. More time was available for interviewing personnel so that more qualified people could be chosen.
2. In-service training, in the form of conferences, throughout the year helped to better prepare the personnel for the program.

More efficient use was made of test results because of help secured in the area of guidance and testing. Daily evaluations by all staff members permitted a more objective evaluation of each individual child.

More attention was given to visually handicapped children. Guidance, counseling, and education was provided to the parents

of the visually handicapped. Help was given in correcting visual problems. In some cases, where no other aid was available, aid was enlisted from Title I, ESEA.

The program for 1968 was changed to include a few children who would be in the fifth grade (4th graders) in 1968.

No major problems existed; however, it was felt by some that there was a need for a short-time block in which all children would have some organized activity such as choral readings, games based on different reading skills or other interrelated ativities.

Indications are that substantial progress has been made during the reading programs. To support substantial progress in the area of language development, the following evidence is given showing the progress made between pre-test and post-test results.

Phonics Mastery Test
Raw Scores

Student	Consonant Sounds			Blends			Digraphs		
	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences
1	8	15	+7	4	17	+13	1	5	+4
2	12	17	+5	9	11	+2	1	4	+3
3	12	17	+5	14	19	+5	3	5	+2
4	8	15	+7	2	17	+15	2	4	+2
5	4	9	+5	6	8	+2	1	2	+1
6	12	15	+3	9	17	+8	2	3	+1
7	8	13	+5	9	16	+7	1	5	+4
8	1	18	+17	18	20	+2	4	5	+1
9	16	17	+1	12	18	+6	4	5	+1
10	8	9	+1	10	11	+1	1	3	+2
11	9	16	+7	15	16	+1	3	5	+2
12	5	10	+5	1	3	+2	0	0	+0
13	12	14	+2	14	18	+4	1	5	+4
14	14	17	+3	13	18	+5	2	5	+2
15	13	16	+3	5	16	+11	0	5	+5
16	16	18	+2	17	18	+1	3	5	+2
17	12	17	+5	16	18	+2	4	5	+1
18	17	18	+1	11	19	+8	4	5	+1
19	14	18	+4	8	15	+7	1	2	+1
20	12	15	+7	17	18	+1	4	4	0
21	7	17	+10	12	18	+6	2	5	+3
22	11	14	+3	16	18	+2	2	4	+2
23	16	18	+2	16	19	+3	4	5	+1
24	2	18	+16	7	19	+12	3	5	+2
25	16	18	+2	15	19	+4	1	5	+4
26	14	17	+3	18	18	0	3	5	+2
27	6	14	+8	6	12	+6	0	5	+5
28	17	15	+2	12	16	+4	4	5	+1
29	15	17	+2	15	19	+4	4	5	+1
30	13	17	+4	13	18	+8	2	3	+1
31	8	17	+9	10	18	+8	1	5	+4
32	11	14	+3	15	18	+3	2	4	+2
33	17	18	+1	19	19	0	5	5	0
34	16	18	+2	19	19	0	5	5	0
35	14	16	+2	18	19	+1	4	5	+1
36	16	18	+2	19	19	0	3	5	+2

Consonant Sounds	Pre-test Mean	11
	Post-test Mean	15
Blends	Pre-test Mean	12
	Post-test Mean	16
Digraphs	Pre-test Mean	2
	Post-test Mean	4

The Phonics Master Test of the Macmillan Reading Spectrum was given to the children. The following results show sustantial progrss for the short period of time that the children were involved in the program. Ninty-seven per cent of the children who were tested made some progress in at least one area.

Rhyming Words

Possible Raw Score-20

Pre-test Mean	12
Post-test Mean	15
Increase	3

Accent

Possible Raw Score-10

Pre-test Mean	5
Post-test Mean	7
Increase	2

Syllabication

Possible Raw Score-10

Pre-test Mean	7
Post-test Mean	9
Increase	2

Nonsense Words

Possible Raw Score-15

Pre-test Mean	1
Post-test Mean	3
Increase	2

To support substantial progress in the area of reading development, the following evidence is given showing progress made between pre-test and post-test results of 1967.

GRAY ORAL READING TEST

Student	Grade	G. E. Oral Pre-test	G. E. Oral Post-test	Rate of increase or decrease	Comprehension Pre-test	Comprehension Post-test	Rate of increase or decrease
1	7.0	6.5	8.9	+2.4	25½	26	+1½
2	7.0	5.6	8.7	+3.1	27	34	+7
3	7.0	7.0	7.9	+ .9	27	30	+3
4	7.0	3.2	6.3	+3.1	20	30	+10
5	7.0	4.2	5.2	+1.0	14½	28	+13½
6	7.0	4.1	4.8	+ .7	29	31	+2
7	7.0	2.5	4.6	+2.1	27	22	-5
8	6.0	5.1	8.0	+2.9	26½	33½	+7
9	6.0	4.1	6.4	+2.3	31½	41	+9½
10	6.0	3.0	4.7	+1.7	21	33½	+1½
11	6.0	2.1	4.7	+2.6	23	31	+8
12	6.0	1.3	4.6	+3.3	20	24	+4
13	6.0	4.1	4.2	+ .1	19½	20	+½
14	6.0	3.8	3.0	- .8	20	23	+3
15	6.0	2.4	1.0	-1.4	19	12	-7
16	6.0	1.8	1.8	0.0	13	14½	+1½
17	6.0	5.0	8.3	+3.3	29	38	+9
18	5.0	2.8	5.2	+2.4	27	29	+2
19	5.0	4.1	5.0	+ .9	19	30½	+11½
20	5.0	2.8	4.2	+1.4	19	18½	-½
21	5.0	2.8	4.2	+1.4	23	28	+5
22	5.0	3.9	3.7	- .2	35½	38	+2½
23	5.0	2.0	3.5	+1.5	19	23	+4
24	5.0	3.0	3.1	+ .1	19	22	+3
25	5.0	1.8	2.8	+1.0	19	17½	-1½
26	5.0	2.0	2.6	+ .6	24	26	+2
27	5.0	4.0	4.6	+ .6	29½	28½	-1
28	5.0	2.3	3.1	+ .8	20½	24	+3½
29	5.0	1.0	1.0	0.0	9	9	0
30	5.0	2.8	3.0	+ .2	20½	20	-½

The following test results of the Gray Oral Reading Test indicates that substantial progress was made in the program.

Student	Age	PRE-TEST Total Passage Score	PRE-TEST Grade Equiv.	POST-TEST Total Passage Score	POST-TEST Grade Equil.	Gain or Loss
1	13-11	40	4.7	59	8.3	+
2	11-11	33	3.1	27	2.4	-
3	12-11	37	4.3	52	7.4	+
4	13-4	58	8.1	69	10.4	+
5	11-3	34	3.9	33	3.7	-
6	14-8	40	4.7	50	6.5	+
7	12-10	25	2.6	29	3.0	+
8	14-2	31	3.4	48	6.2	+
9	12-10	57	6.6	81	12.0	+
10	12-8	66	9.7	75	12.0	+
11	12-1	48	6.2	54	7.2	+
12	11-1	42	5.0	36	4.2	-
13	12-1	36	4.2	37	4.3	+
14	11-11	31	3.4	36	4.2	+
15	11-0	27	2.8	-	-	
16	13-3	49	5.2	48	5.1	-
17	12-7	65	8.0	76	11.1	+
18	14-3	40	4.0	41	4.1	+
19	11-7	29	3.0	31	3.4	+
20	13-7	29	3.0	41	4.8	+
21	12-1	35	4.1	37	4.3	+
22	11-9	26	2.3	37	3.5	+
23	14-6	56	7.7	61	8.7	+
24	9-9	30	2.7	39	3.8	+
25	14-7	37	4.3	34	3.9	-
26	12-0	21	2.1	-	-	
27	11-10	57	6.6	66	8.3	+
28	10-6	11	1.0	18	1.8	+
29	11-7	12	1.0	29	3.0	+
30	10-11	11	1.1	16	1.6	+
31	12-0	21	2.2	22	2.2	
32	12-2	23	2.3	32	3.5	+
33	13-6	39	4.6	47	6.0	+
34	11-8	45	4.6	56	6.4	+
35	11-11	40	4.7	52	6.8	+
36	13-3	63	7.7	68	9.0	+
37	13-3	66	8.3	77	11.3	+
38	11-9	44	5.4	47	6.0	+
39	11-0	36	4.2	45	4.6	+
40	12-4	49	6.4	52	6.8	
41	11-11	40	4.7	40	4.7	+
42	13-11	38	3.7	46	4.8	
43	13-0	22	2.2	-	-	
44	12-0	30	2.7	-	-	

Gray Oral Reading Pre-Test Mean

C. I.	X	F	FX
9.6 - 10.0	9.8	1	9.8
9.1 - 9.5	9.3	0	0
8.6 - 9.0	8.8	0	0
8.1 - 8.5	8.3	2	16.6
7.6 - 8.0	7.8	3	23.4
7.1 - 7.5	7.3	0	0
6.6 - 7.0	6.8	2	13.6
6.1 - 6.5	6.3	2	12.6
5.6 - 6.0	5.8	0	0
5.1 - 5.5	5.3	1	5.3
4.6 - 5.0	4.8	8	38.4
4.1 - 4.5	4.3	5	21.5
3.6 - 4.0	3.8	3	11.4
3.1 - 3.5	3.3	3	9.9
2.6 - 3.0	2.8	4	11.2
2.1 - 2.5	2.3	3	6.9
1.6 - 2.0	1.8	0	0
1.1 - 1.5	1.3	2	2.6
.6 - 1.0	.8	1	.8

$$M=\frac{EFX}{N}$$

$$M=\frac{184}{40}$$

$$M=4.6$$

Gray Oral Reading Post-Test Mean

C. I.	X	F	FX
11.6 - 12.0	11.8	2	23.6
11.1 - 11.5	11.3	2	22.6
10.6 - 11.0	10.8	0	0
10.1 - 10.5	10.3	1	10.3
9.6 - 10.0	9.8	0	0
9.1 - 9.5	9.3	0	0
8.6 - 9.0	8.8	2	17.6
8.1 - 8.5	8.3	2	16.6
7.6 - 8.0	7.8	0	0
7.1 - 7.5	7.3	2	14.6
6.6 - 7.0	6.8	2	13.6
6.1 - 6.5	6.3	3	18.9
5.6 - 6.0	5.8	2	11.6
5.1 - 5.5	5.3	1	5.3
4.6 - 5.0	4.8	4	19.2
4.1 - 4.5	4.3	5	21.5
3.6 - 4.0	3.8	3	11.4
3.1 - 3.5	3.3	3	9.9
2.6 - 3.0	2.8	2	5.6
2.1 - 2.5	2.3	2	4.4
1.6 - 2.0	1.8	2	3.6

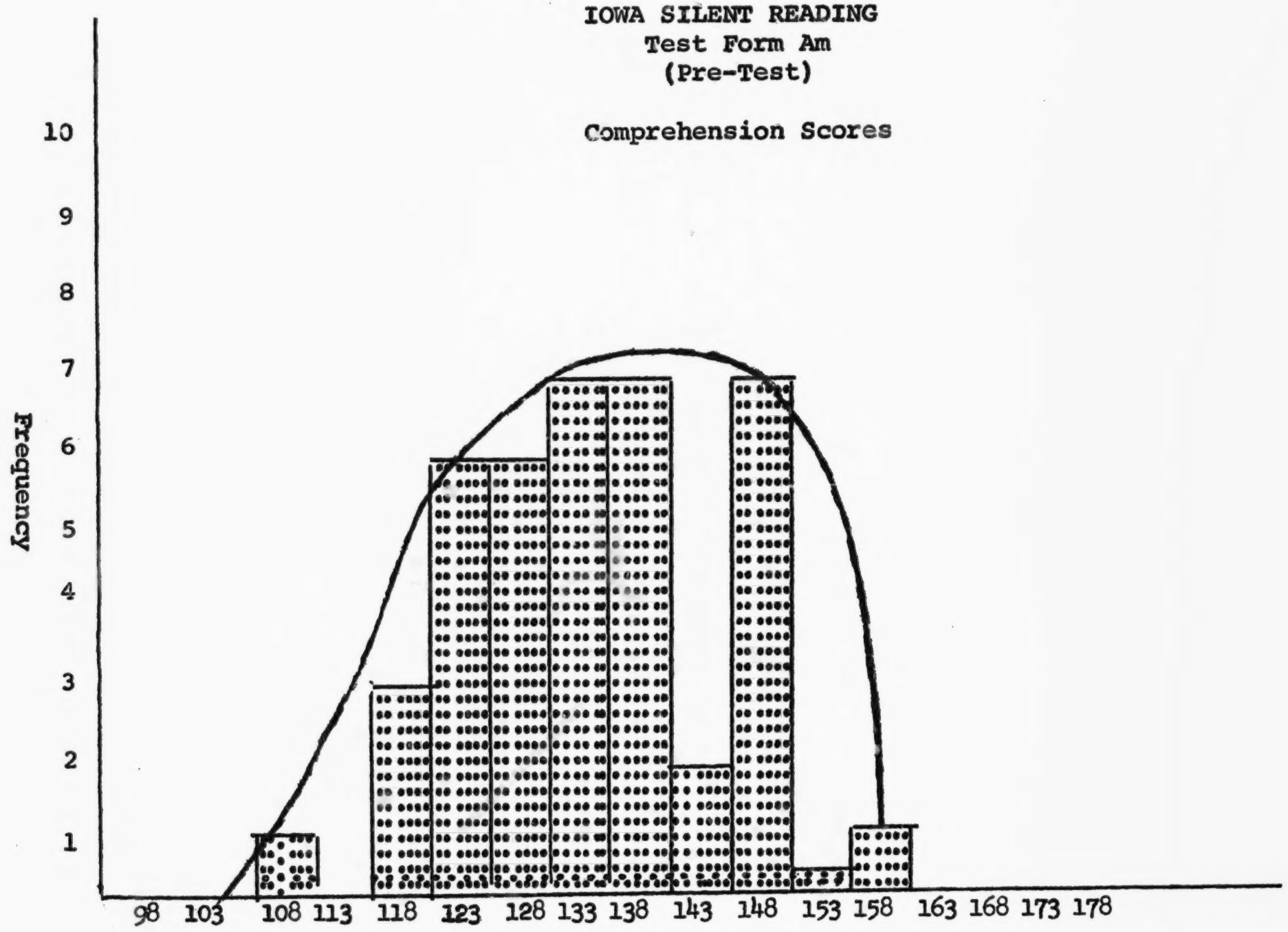
$$M = \frac{EFX}{N}$$

$$M = \frac{221.3}{40}$$

$$M = 5.53$$

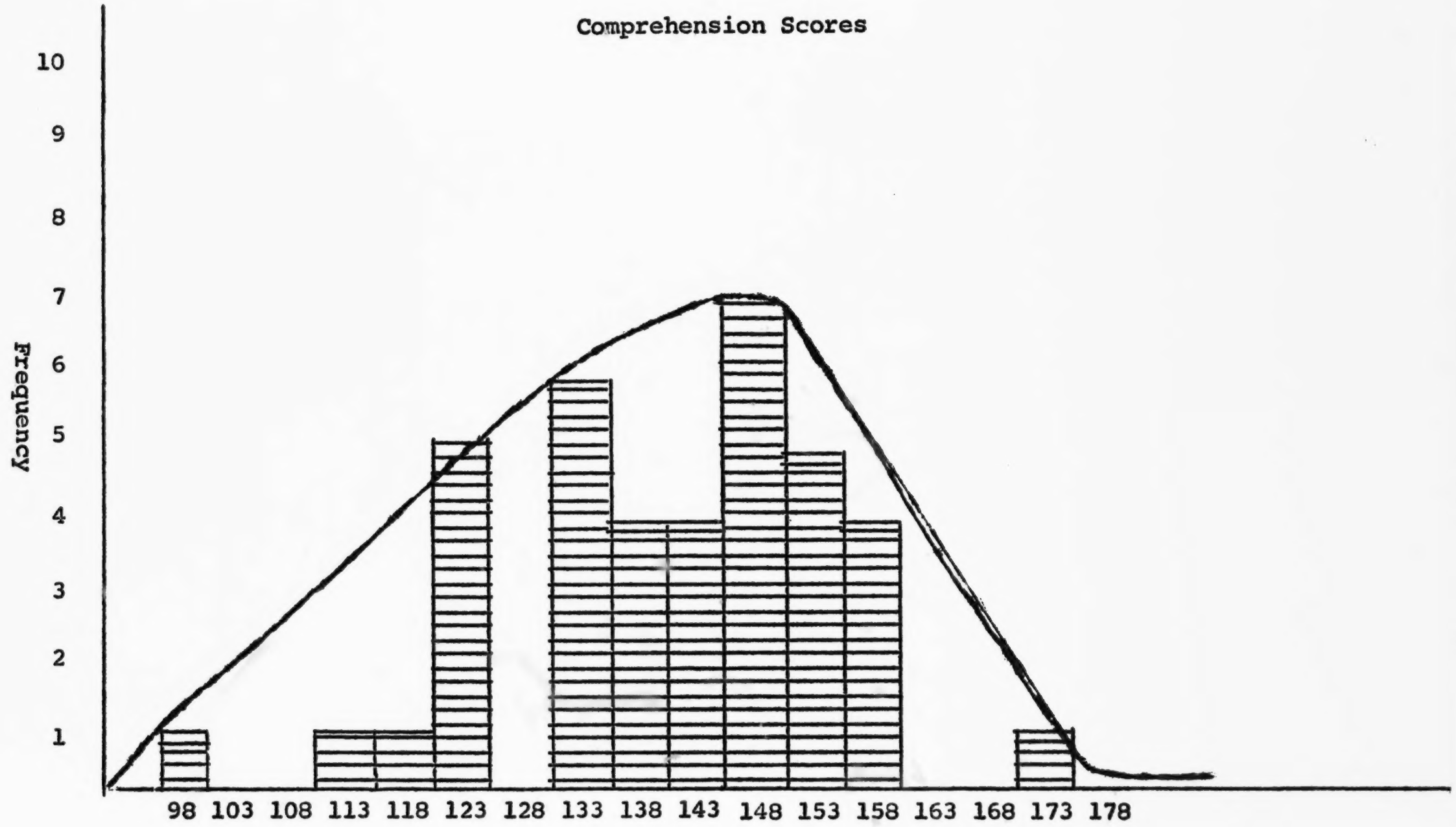
IOWA SILENT READING
Test Form Am
(Pre-Test)

Comprehension Scores



IOWA SILENT READING TEST
Test Form Bm
(Post-Test)

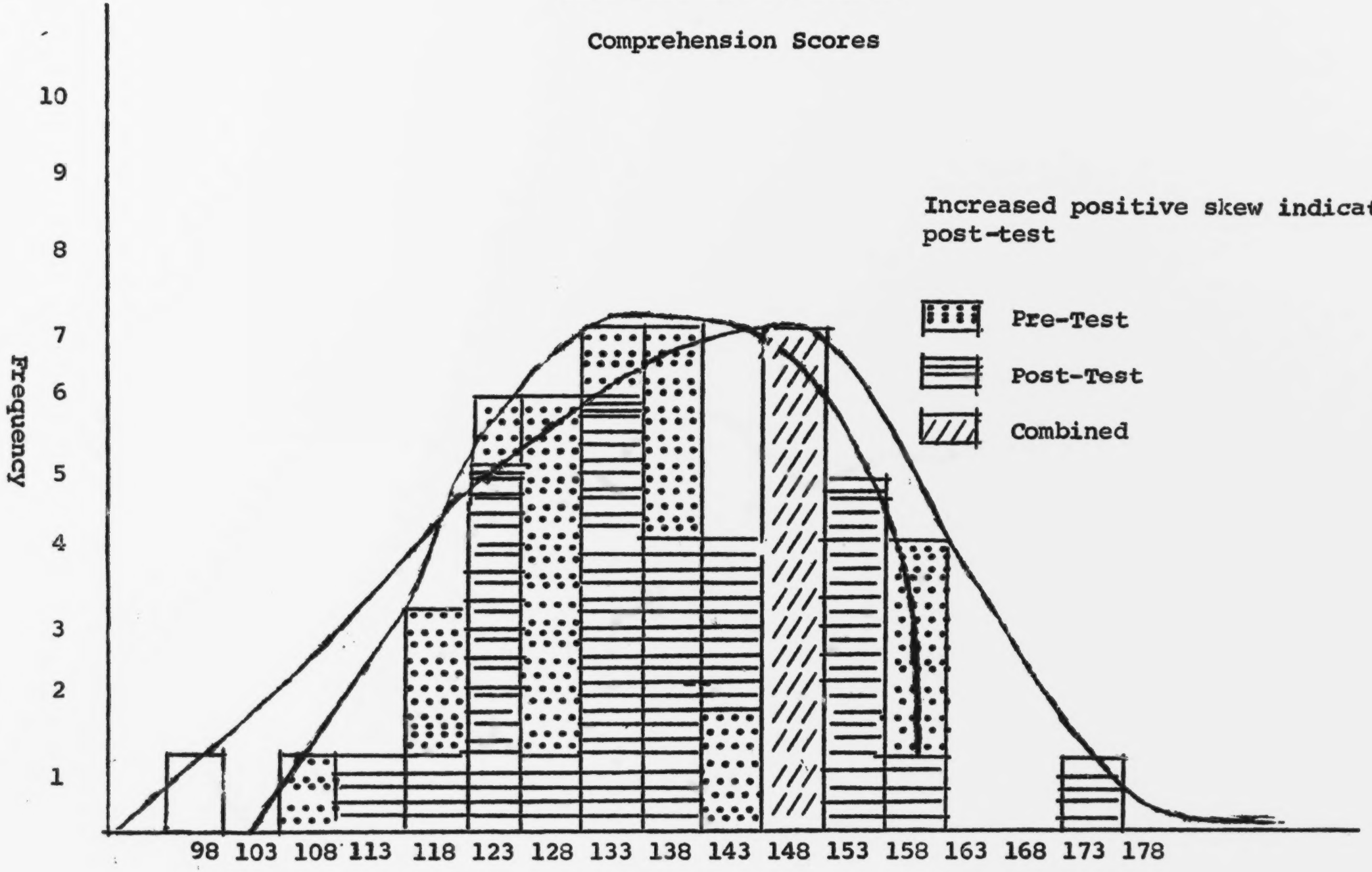
Comprehension Scores



IOWA SILENT READING TEST
Forms Am and Bm Combined
(Pre-Test and Post-Test)

Comprehension Scores

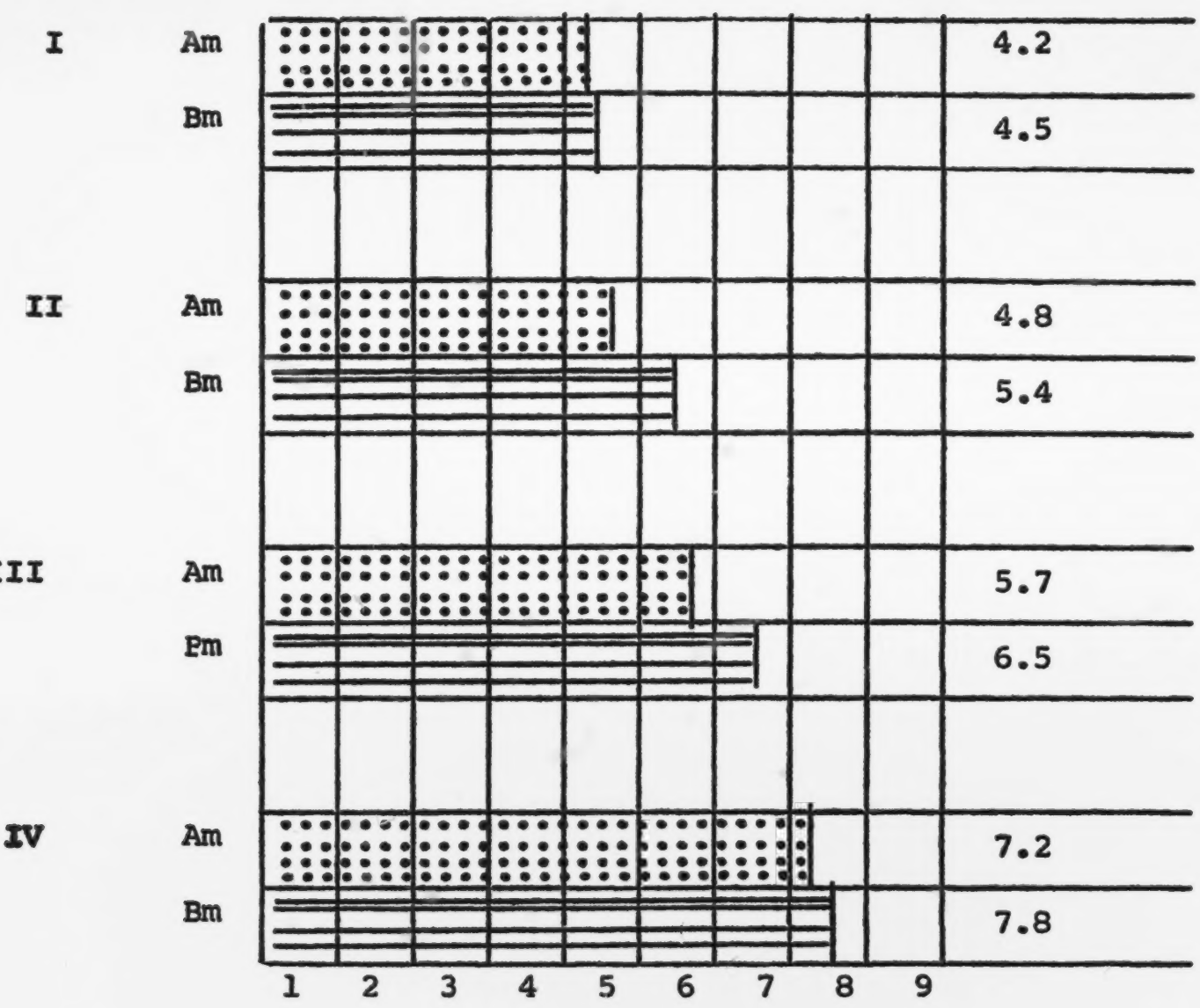
Increased positive skew indicated on post-test



IOWA SILENT READING TEST

Form Am Pre-Test
Form Bm Post-Test

Overall Gain: 2 Years, 3 Months
Average gain
per child (40 Scores): (5.025) = +5 Mos.



Iowa Silent Reading Test - Pre-Test and Post-Test Results

C. I.	PRE-TEST FORM AM F	X	FX	POST-TEST FORM BM F	FX
171-175	0	173	0	1	173
166-170	0	168	0	0	0
161-165	0	163	0	0	0
156-160	1	158	158	4	632
151-155	0	153	0	5	765
146-150	7	148	1036	7	1036
141-145	2	143	286	4	572
136-140	7	138	966	4	552
131-135	7	133	931	6	798
126-130	6	128	768	1	128
121-125	6	123	738	5	615
116-120	3	118	354	1	118
111-115	0	113	0	1	113
106-110	1	108	108	0	0
101-105	0	103	0	0	0
96-100	0	98	0	1	98
	N = 40		5345	N= 40	5600

$$M = \frac{EFX}{N}$$

$$M = \frac{5345}{40}$$

M = 133.6 Form AM

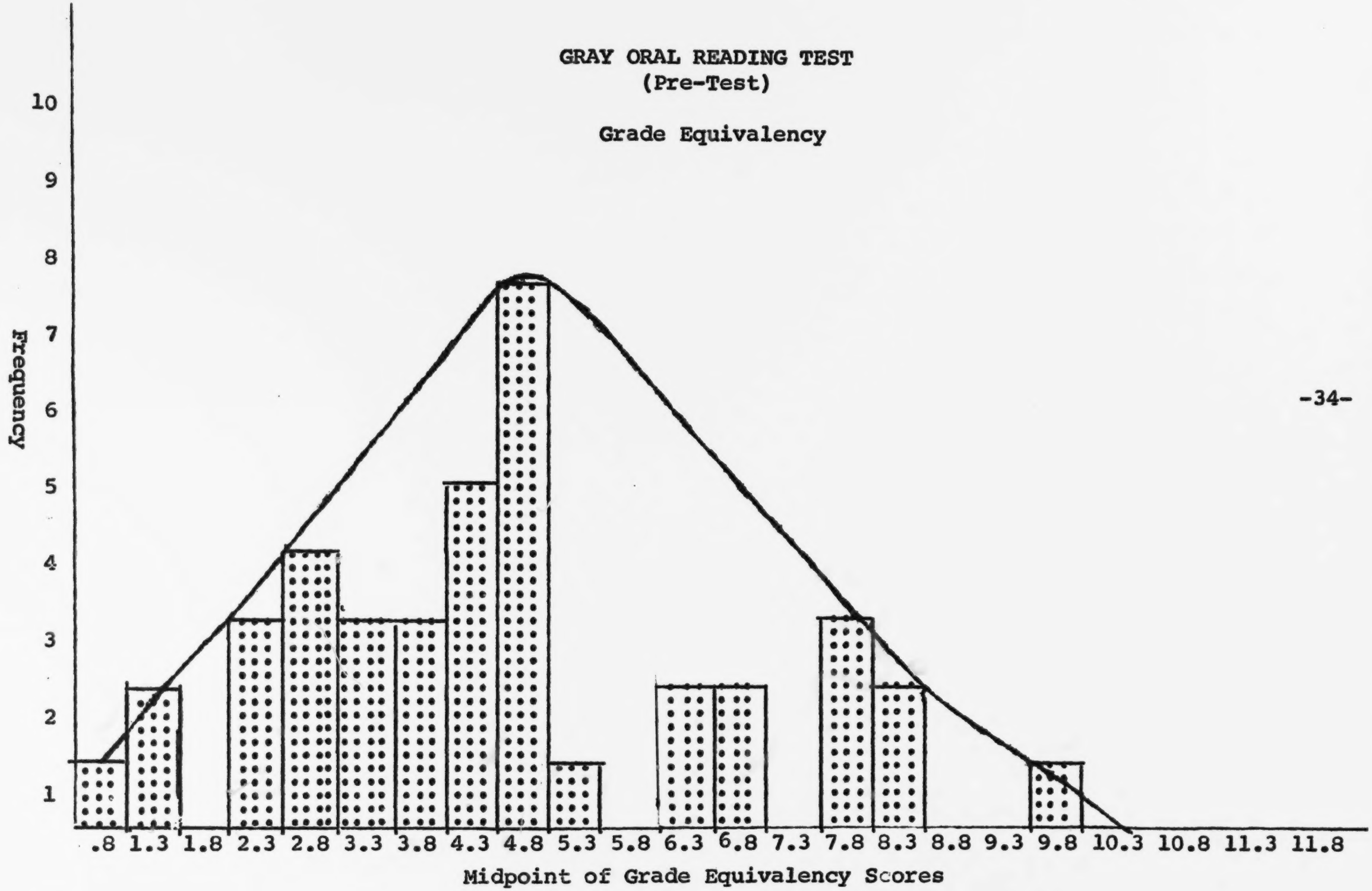
$$M = \frac{5600}{40}$$

M = 140.0 Form BM

Difference 6.4

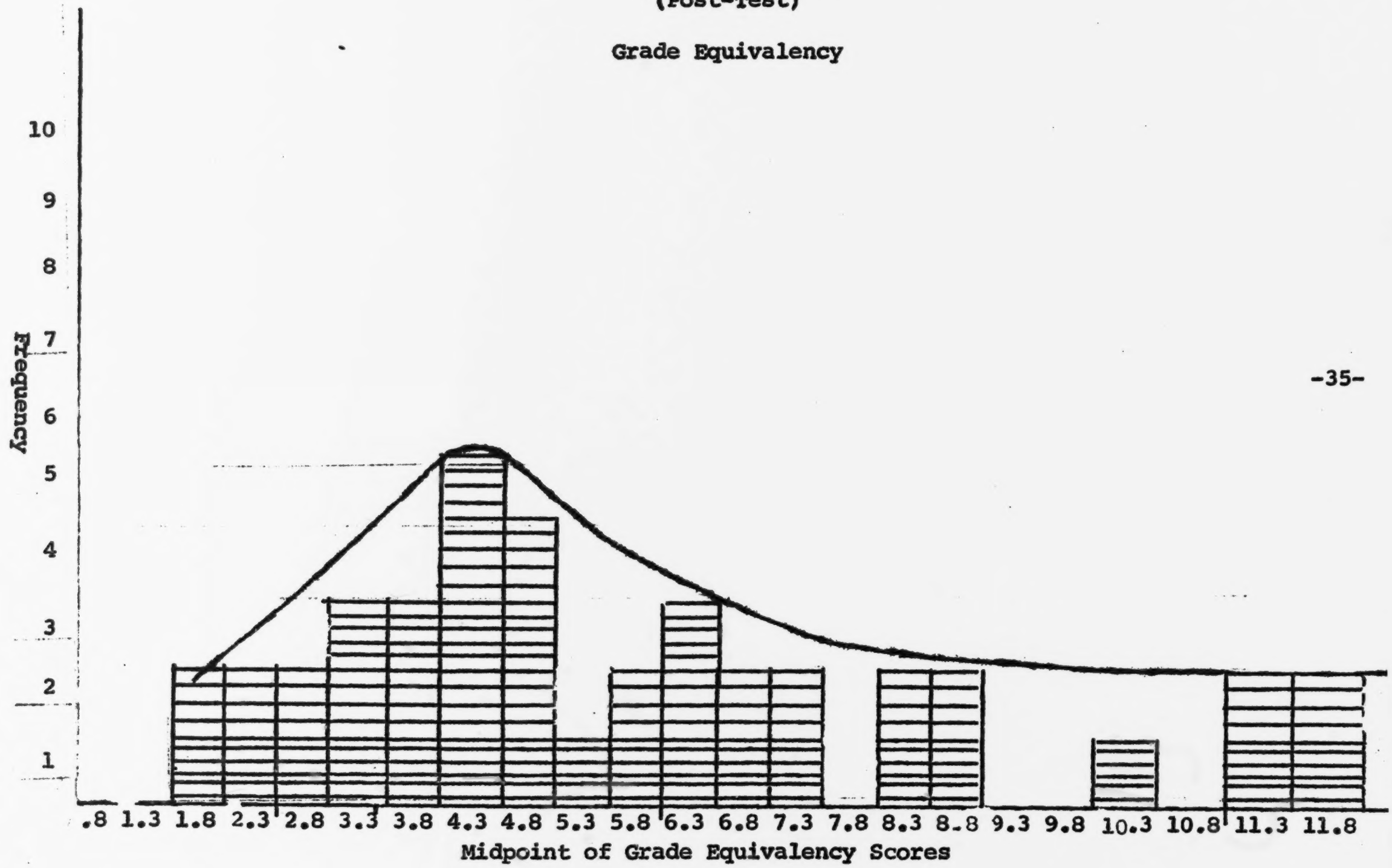
GRAY ORAL READING TEST
(Pre-Test)

Grade Equivalency

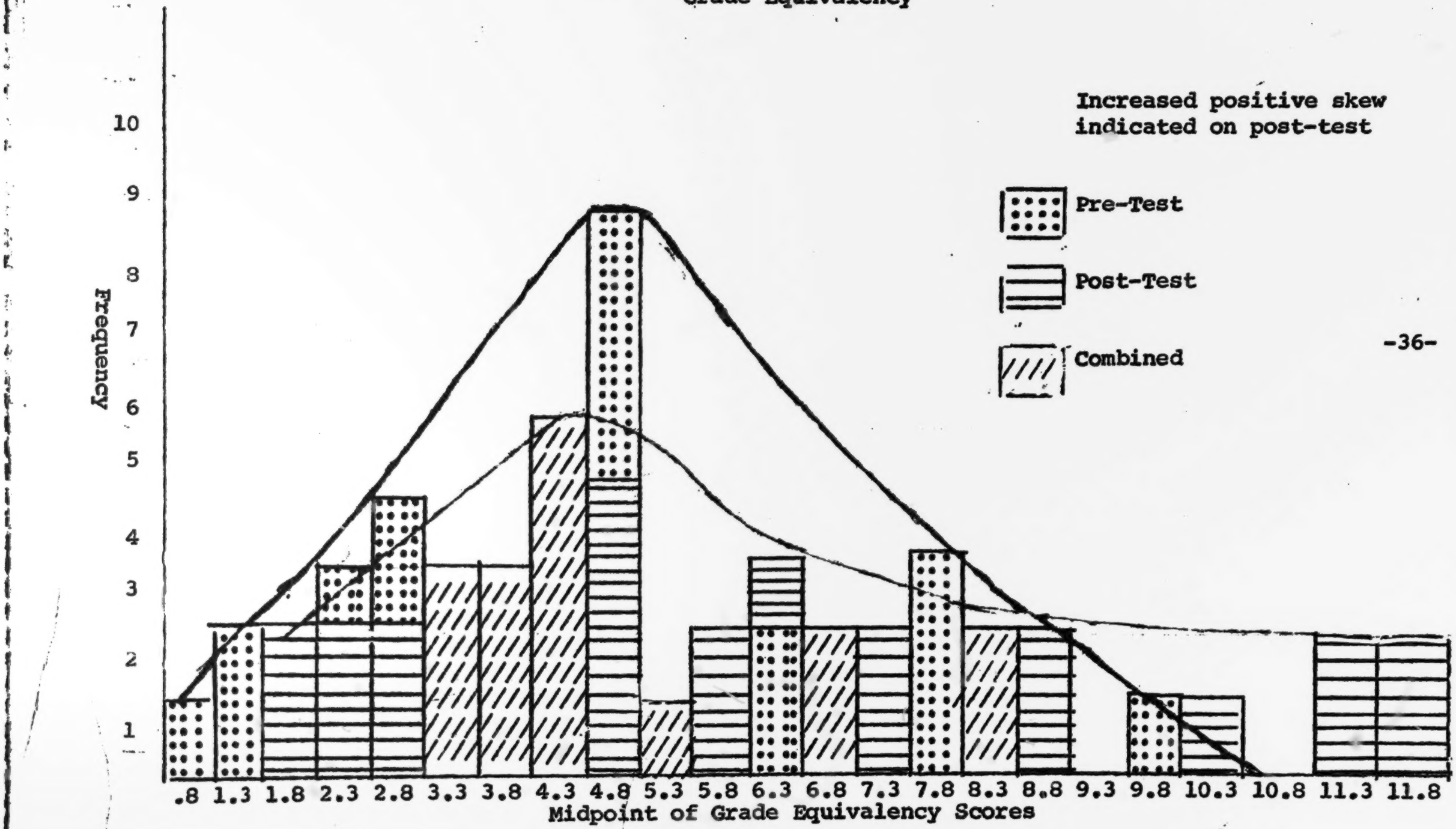


GRAY ORAL READING TEST
(Post-Test)

Grade Equivalency



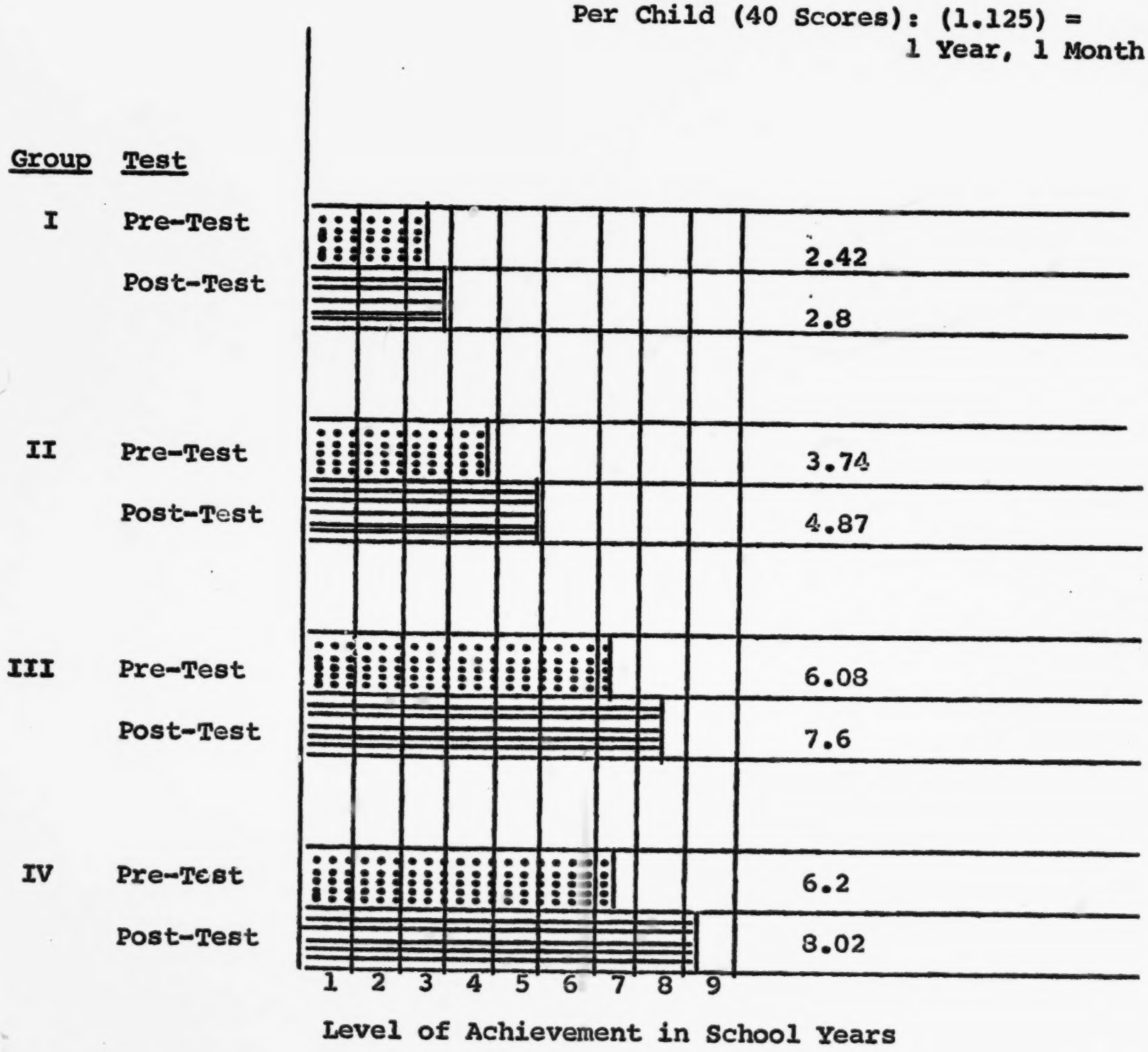
GRAY ORAL READING TESTS
Pre-Test and Post-Test Combined
Grade Equivalency



GRAY ORAL READING TEST

Pre-Test and Post-Test Results

Overall Gain: 5 Years
Average Gain
Per Child (40 Scores): (1.125) =
1 Year, 1 Month



Observations

1. Integration of races carried out without incident. This helped to create a good situation in which to learn.
2. Well qualified personnel.
3. Materials for all reading levels.
4. Small and flexible groups.
5. Individual attention given to children.
6. Children progressing at own rate.
7. High peak of interest among children and staff.
8. Cooperation of all staff members toward objectives and goals.
9. Evidence of extensive pre-planning.
10. Trips very stimulating to children.
11. Responsibility toward work exhibited by children.
12. Independent study by children developing.
13. Growing independence of children manifesting itself.
14. Concern of staff for the children.
15. Good child participation.

Teacher Evaluations

In summation of teacher evaluations of the symptoms of severe reading disability, the following showed marked improvement.

1. Early fatigue during reading lesson was reduced.
2. Attention span improved.
3. Longer memory for printed words.
4. Concentration (focused attention) improved.
5. Oral vocabulary increased.
6. Decrease in the repetition of same mistakes.
7. Spelling improved to some degree.

8. The omission of letters and words decreased

9. The concept confusion, faulty association of letters-words and objects improved.

10. Improvement in erratic handwriting.

11. Children not as wigglesome as in the beginning.

12. Children who were too quiet in the beginning opened up.

13. Interest increased as program moved along.

14. Children refrained from using excuses for not reading.

15. Lip movement during silent reading decreased.

The following modifications are planned in the structure of activities and services for the forthcoming year.

1. Extended in-service training for teachers so that program can be followed through the year.

2. More counseling and education between staff and children's families.

3. Some reorganization of camp schedule where necessary and where experience has indicated a change would be better.

Program B - Residential Outdoor Education for the Retarded

Introduction

Realizing the fact, proven by research and substantiated by a period of over eighteen years of having been involved in special education in Rockingham County, this outdoor education program was designed, implemented and put into effect on the premise that the retarded need real-life experiences and concrete examples in order to learn.

The experiences of helping prepare and serve meals, the responsibility of following a schedule, and the responsibility of helping younger and less capable children do much to improve the self-image, the self-confidence and the work skills of the retarded.

During the summers of 1967-1968, approximately forty children, each week, for a period of five weeks participated in an outdoor education program held at Wentworth, Rockingham County, North Carolina. Taking into consideration that mentally retarded individuals, probably more so than normal children, need outlets for energy, opportunities to make friends, and opportunities to develop skills, the following activities were provided so that these opportunities could be realized:

1. Cabin Life - Here the individual learned the following:

   To care for personal articles, how to make his bed and keep the area clean around it, how to cooperate in keeping the whole cabin clean, how to care for buildings and equipment, how to make group living better by disciplining himself, what safety precautions mean, and to use only

those things which belonged to him.

2. Latrine Use - In the use of the latrine, the campers learned to wash for each meal, they learned the care and proper brushing of the teeth, the proper use and care of commodes, and the use and care of the sinks and areas around the latrine.

3. Dining Hall Courtesy - The campers were taught how to enter and exit properly, how and when to sit, how to serve others, how to pass food properly, the proper use of table utensils, the use of the napkin, how to use the drinking glass and other containers, how to enjoy good conversation while dining, the use of good manners, the proper table language, how to set, clear, and clean tables, and how to keep the dining hall clean. These activities were stressed throughout the stay in camp.

4. Patriotism - Patriotism was taught through standing and paying proper respect to the flag, raising the flag, handling and saluting the flag. Patriotic songs, America, The National Anthem, and God Bless America were sung. The Pledge of Allegiance was taught. Instruction concerning flag history, the reasons respect is shown to our flag, and the reasons for the colors, stripes, and stars were given.

5. Music - For the music activity, the campers participated in group singing in which action songs, rounds, and

nonsense camp type songs were sung. Also music appreciation, in the form of how to listen to others sing, listening and joining in with others and with recorded music, and performing in songs and skits, was presented and participated in by all.

6. Physical Fitness - The physical fitness program consisted of screening and testing of all children. Coordination games, games of higher organization, and strength type exercises were utilized.
7. Nature - The nature aspect of the program consisted of nature appreciation, hikes, and informal discussion.
8. Arts and Crafts - Arts and crafts employed many different methods and types of work to improve coordination of hand and eye, to build self-confidence, to provide an opportunity for self-expression, to learn good color combinations, to take pleasure and pride in seeing a task through to completion, to listen carefully to instructions, to work together with others, to be conservative and to use materials wisely, to develop patience, and to learn the use of various materials and tools. Some of the activities were the making of Indian headdresses, drawing, painting, water coloring, weaving, stitchery, making and painting plaster plaques, copper enameling, copper tooling, tissue paper crafts, sand mosaics, puppets, decorating stationery, and writing letters.

9. Aquatics - In the aquatics program water safety and a systematic introduction to swimming were taught.

10. Rest Periods and Ceremonies - Rest periods and ceremonies consisted of a daily scheduled rest period, an "Eat Em All" Club, and campfires.

On July 14, 1968, the first of five weeks of outdoor education for the retarded got the summer program of 1968 underway. In an atmosphere of love, fellowship, and fun, meaningful lessons and usable skills were provided for each camper.

The program was designed to interest and to benefit children ranging from the low trainable child to the environmentally deprived educable child, each child being allowed to work at his own level of accomplishment. Each child was encouraged to make some improvement in his own way. Enough guidance was given to insure some measure of success. Primarily, concern was in teaching certain pre-vocational skills and social attainments as well as improving each child's attitude toward his peers, adults, teachers, those less capable than himself, and those superior to himself, either mentally or physically.

The outdoor situation lends itself to better providing a learning readiness stage for the child. Incentives such as love, praise, awards, rewards, work punishment, withdrawal of attention and reproach were used. Counseling was

done with emphasis on the first four and the last, while the others were used only in extreme cases. Not one of the two hundred and four (204) children returned home without having acquired a new and useful tool or value.[1]

How to button your shirt or how to comb your hair is a real accomplishment for the retarded. To create an object of beauty such as a basket or an etching is a sense of great and lasting accomplishment.

There were some children who were physically handicapped as well as mentally retarded. Those children benefited from the experiences and thoroughly enjoyed camp.

This was a children's camp. A concerted effort was made by all staff members to insure that everything attempted was child oriented.

The program was designed to be flexible so that a child's needs could be met at anytime. Convenience for the staff was not allowed to dictate any change that would hinder the main objectives.

Good citizenship, good behavior, and proper decorum-both group and individual, whether in the cabin, the dining area, the lake, or on the playgrounds-were stressed at all times.

During the 1968 program, greater stress was placed on cleanliness education. Many of the children did not have the proper facilities at home to learn good personal hygiene.

[1] 1967, 175 campers; 1968, 204 campers

Many had been neglected in this area because of the time, attention, and repetition that is necessary to teach the retarded child how to make his bed, comb his hair, tie his shoes, care for his clothes, or become properly toilet trained.

Each counselor was required to see that every child learned to care for himself as much as possible. This was a long process in some cases and required almost constant attention by a counselor or a staff member. Since the paid staff was limited, volunteer organizations were called upon to furnish responsible young people to aid the staff. The Junior Red Cross and others gave their assistance which aided the program tremendously.

Operating within the guidelines as set by the Rockingham County Council on Mental Retardation and Rockingham County Schools, it was concluded by the camp staff and persons responsible for administering the program that large blocks of time were needed in some areas; therefore, the time allotted for arts and crafts was lengthened. Some activities, such as the physical fitness program, were changed. These changes were brought about after studying the 1967 evaluation. It is necessary for mentally retarded children to have every opportunity to improve their close coordination and small muscle development, such as the use of the hand and eye together. Arts and crafts activities contributed to this

development. Building toward the day when some of our campers will become useful workers in an industry or when they perform some service for society, the manipulations required to construct objects, the determination implanted to complete a task successfully, the patience developed from careful work and the sense of accomplishment derived from the finished product are values of utmost importance.

The camp site is situated on rugged terrain, very hilly and quite rocky; therefore, a vital part of the physical fitness program was walking from one area to another. Since children are continually romping, running, and jumping, an extended fitness program was unnecessary. The program was designed to give the child a game or an action song that he could learn and use at home or elsewhere; also, a few simple calisthenics which could be practiced each day were taught.

Effort was exerted to make the fitness program a fun activity rather than required drudgery (as some school physical education activities become) to these children, who sometimes are left to their own devices because they cannot play games of high organization. The philosophy was "keep it simple; keep it fun."

A varied program planned to meet the objectives of the project and the needs of the children was presented. During the week in which the children attended camp, attitudes, habits, and personalities changed for the better.

Activities and Services

The following activities and services were a part of this program:

1. Nature Study - Nature study programs were based on short experiences or activities each morning. Total inclusive experience was five days. Morning activities were further supplemented by afternoon field trips or hikes.

2. Hygiene Program

   a. Preparation for the day

      (1) Personal hygiene

         (a) Dressing self, emphasis on cleanliness and neatness
         (b) Washing face and hands
         (c) Care of hair
         (d) Use of the bathroom
         (e) Medication for those who required it

      (2) Cabin hygiene

         (a) Care of clothing
         (b) Making beds
         (c) Cleaning floor
         (d) Cleaning sink or other areas
         (e) Cooperation with others in cleaning

   b. After Breakfast

      (1) Personal

         (a) Brush teeth
         (b) Use of the bathroom
         (c) Care of clothes, including swim suit

      (2) Cabin check

   c. General

      (1) All meals

         (a) Wash face and hands
         (b) Proper use of toilet

(2) Wearing shoes and care of feet

(3) Proper sleeping habits

(a) Change of bed clothes
(b) Sleeping alone
(c) Sleeping in clean sheets

(4) First Aid

(a) Report scratches
(b) Report accidents to counselor immediately

(5) Personal female hygiene education

3. Music - The music activity was an integral part of the campers day. Through the gradual introduction of songs, campers were trained to enjoy and appreciate music in many forms.

Of all the musical activities, informal singing was the easiest to implement and the most enjoyed. The campers learned simple rhythms quickly and enjoyed singing rounds and action songs, particularly those with much repetition. They had a remarkable ability to throw themselves, without reservation, into make-believe games in which they created for themselves the characteristics of an old Ford car, of climbing a ladder, of rowing a boat, of being a rabbit, and of being a bear or a donkey.

Campers were told short stories about songs and their origins. They listened to all forms of music. They enjoyed every kind and loved to dance.

Songs were used for prayers, devotions, evening

programs, campfires and for many spontaneous moments such as just before a meal. Patriotic songs were used at the flag ceremonies.

4. Cabin Life - In the cabin life activity, stress was placed on caring for personal articles, on making beds, on cleanliness of area, and on cooperation and working together.

5. Personal Hygiene - All members of the staff stressed washing hands after using the bathroom and before every meal. The care of the teeth and proper brushing was emphasized.

6. Dining Hall Courtesy - Dining hall courtesy and manners were stressed during each meal and whenever the occasion arose. How to enter and exit properly, how and when to sit, how to serve others, how to pass food properly, the proper use of table utensils, the use of the napkin, how to use the drinking glass and other containers, how to enjoy good conversation while dining, the use of good manners, proper table language, how to set tables, how to clear and clean tables, and how to keep the dining hall clean were the major points stressed in the use and care of the dining hall facilities.

7. Patriotism - Patriotism activity included:

   a. Flag raising

      (1) How to stand and pay proper respect to the flag

(2) How to raise the flag and how to handle it
(3) How to salute the flag

b. Patriotic songs

c. The Pledge of Allegiance

d. Instruction on flag history (simple)

e. Why respect is shown to our flag

f. Reasons for colors, stripes, and stars

8. The Aquatics Program had a two-fold activity:

a. Safety instructions

(1) How to enter and leave lake area
(2) When to enter and leave water
(3) "Buddy" system
(4) How to have fun in the water
(5) Fellowship through water recreation

b. Systematic introduction to swimming

(1) Enters water alone
(2) Face in water
(3) Blow bubbles (breathing)
(4) Watermelon float
(5) Face float
(6) Face float with flutter kick
(7) Crawl stroke (dry)
(8) Crawl stroke (wet)
(9) Crawl stroke with kick
(10) Distance swim
(11) Back float
(12) Back float with kick
(13) Elementary back stroke (dry)
(14) Elementary back stroke (wet)
(15) Elementary back stroke (distance)
(16) Tred water
(17) Jump from pier
(18) Dive from pier

9. Rest Periods and Ceremonies

a. Daily scheduled rest period

(1) An hour or more in the afternoon
(2) All are required to rest
(3) Quiet games or naps

b. "Eat Em All" Club

(1) Children become members by eating a serving of all food on the menu for that meal (meals were served family style, and portions were served according to needs and desires of the camper)
(2) Designed to stimulate children to eat a wide variety of foods

c. Campfires

(1) Each day three campers were rewarded for excellent participation by being chosen as a chief. (A child could be rewarded for overcoming a particular problem. This honor was given very careful consideration.)
(2) All were given opportunities to take part
(3) Skits, songs, and dances were performed
(4) Indian lore was learned
(5) Stories were told and guests were invited to take part.
(6) The campfire closed with camp song and prayer. Campers always formed the friendship circle prior to the closing song and good night prayer

10. Arts and Crafts - Arts and crafts activities were of tremendous importance to the success of the program. It was here that it was decided that larger blocks of time were needed; therefore, during the 1968 program more time was provided so that greater emphasis could be placed on the improvement of the coordination of the hand and eye, building self-confidence, self-expression, learning good combinations, pleasure and pride in seeing a task through completion, listening and following instructions, working with others, developing patience, and using various materials and tools.

To do the above things, the following projects were used:

a. Indian headdresses
b. Objects constructed from old egg crates, cartons, etc.
c. Drawing
d. Painting, water coloring and crayon pictures
e. Wax paper place mats with design or containing leaves
f. Weaving
g. Popsickle stick objects
h. Stitchery; pictures, pillows, pocketbooks
i. Piggy banks and flower containers from old plastic containers
j. Plaster plaques
k. Copper enameling (simple)
l. Bean bags
m. Collage
n. Copper tooling (simple)
o. Tissue paper crafts
p. Sand mosaics
q. Puppets
r. Crafts with paper plates
s. Pot holders
t. Decorating stationery and writing letters

11. Physical Fitness - The physical fitness program consisted of:

a. Screening and testing of all children (Done in games or fun situations)
b. Coordination games

(1) Rope jumping
(2) Shuttle runs
(3) Ball passing relays and related games
(4) Running and skipping

c. Games of higher organization

(1) Softball
(2) Tetherball
(3) Volleyball
(4) Kickball
(5) Competitive relays

d. Strength type exercises

(1) Push-ups
(2) Pull-ups
(3) Standing broad jumps
(4) Squat thrust
(5) Tug of war and similar activities

Objectives

The objectives of Program B - Residential Outdoor

Education for the Retarded are:

1. To improve the social living skills of the educable and mentally retarded.

    a. To help the child develop and use self concept. Who he is? What he is? Where he is? and possible why he is?
    b. To provide each camper with the opportunity to live, to work, and to play in an atmosphere where good citizenship is consciously practiced and rewarded by recognition of his peers
    c. To practice daily those facets of living which lead to wholesome leadership
    d. To provide instruction on things that are sometimes neglected or overlooked at home and school
    e. To teach children discipline by performing in groups
    f. To learn to follow directions
    g. To have fun
    h. To foster active participation by all by using simple songs and other activities which are appealing to children
    i. To learn and to use safety measures
    j. To teach group cooperation and discipline by strict rules observance (for games).
    k. To provide for the worthwhile use of leisure time
    l. To give children a sense of belonging
    m. To recognize outstanding achievement

2. To improve the skills of swimming, running, jumping, throwing, and catching and to promote good health through physical fitness.

    a. To determine if the children of our area who are mentally retarded are also retarded physically
    b. To stimulate children to eat a wide variety of food (balanced diet).
    c. To provide adequate rest
    d. To improve coordination through swimming, and other physical activities
    e. To show children that they can improve their coordination through the use of exercise

3. To help the child gain an appreciation for the world around him

    a. To enjoy his camp surroundings

b. To realize what a real experience a hike can be if he is a keen observer of the things around him
c. To have fun in the natural beauty of our earth
d. To ask questions and to learn more about natural science (simple)
e. To see himself as a part of nature, benefiting from it and contributing to it

4. To improve the performance of simple skills performed by the mentally retarded, and to develop the worthwhile use of leisure time and to develop interests and skills which may aid in the obtaining of gainful employment

a. To improve coordination of eye and hand
b. To build self-confidence
c. To take pleasure and pride in seeing a task through to completion
d. To listen carefully to instructions
e. To follow instructions
f. To work together with others
g. To be conservative
h. To develop patience
i. To use materials and tools wisely
j. To show children that games and swimming can be fun
k. To provide a useful recreational skill that can be enjoyed later in life (crafts, games, music, etc.)
l. To assist children in learning the art of making friends and of being a friend

Success

Successes were noted in the following areas of the program:

1. Cabin Phase - The behavior of the children living together improved from day to day. More cooperation developed. A sense of responsibility grew individually and as a group. Children became less dependent on others. Different groups in the county furnished tooth brushes and other articles to the children who didn't have them.

2. Dining Hall Phases - There was much success, particularly in the area of manners and the eating of proper food.

Most of the children, before coming to camp, had not been accustomed to having three balanced nutritious meals each day. Noise made by the group was more easily controlled as the time passed. Children were very enthusiastic about setting, cleaning, and clearing tables. The children took advantage of the opportunity to learn the proper use of table utensils.

3. The Music Phase - The music phase was highly successful. This was a tool for teaching other things such as group discipline and physical fitness. The children learned to enjoy various kinds of music. They learned many songs which hopefully will become a part of their lives. Music provided an excellent outlet for their stored up energy.
4. The Physical Fitness Phase - It was discovered that the mentally retarded were retarded physically in the agility and coordination areas, but not in the strength area. Much success was realized in the areas of marching to music and exercise type songs.
5. The Nature Study Phase - This was one of the better areas. The nature museum and two nature trails did much to insure the success of the nature program. Hikes created a high interest level among the children. This activity followed by informal instruction was a highlight of the program.
6. The Aquatics Phase - Fifty-six per cent of the children were taught to swim using the crawl stroke. For children

with coordination problems, this was an accomplishment. Nearly all campers took part in the aquatic program including many non-swimmers who, at first, were very much afraid of water.

7. The Arts and Crafts Phase - Ninety-six per cent of the children were actively involved in this phase. The children made things, painted things, worked on things that gave them, for the first time in their lives, a sense of accomplishment. These accomplishments were such that they could be touched, seen, felt, smelled, and loved because they were their very own.

8. In-service Training - As the teachers of the county had an opportunity to see and work with children whom they had only heard or read about previously, many misconceptions were cleared up. These teachers were actively involved in the program.

Residential Outdoor Education for the Retarded made substantial progress toward the stated objectives. The criteria for evaluating this type of program must, because of the nature of the program and its objectives, be subjective. The successes of today may develop into failures tomorrow. The failures of today may take root and grow into successes tomorrow. Realizing that the seeds of success have been sown, in most cases, into fertile ground only the climate and growing conditions of the future can foster growth

commensurate with the quality of the seed sown.

The staff who worked so closely and diligently with these children were in the best position to see progress from one day to the next.

The following staff evaluations, staff judgments, and observer reports are used in evidence of the success of the program:

1. Each child became less dependent on others as he learned to do for himself. The children stopped asking to be helped so much.

2. Children learned to be more observant of things around them, sounds, rocks, trees, etc.

3. Children developed friendship with others.

4. Children learned to contribute to the welfare of the group and to carry their own share of responsibility.

5. Integration presented no problem. The children worked, played, and socialized together without even one slight mention of a difference of race.

6. Children ate food that many had never seen before. They learned there was food other than hot dogs, beans and potatoes.

7. Children learned to wash their hands before every meal. Many thought they were only supposed to wash their hands when they took a bath.

8. Children learned how to properly use a toothbrush and they were given one to keep.

9. Children learned to make things with their own hands. This accomplishment broke open a shell for many who had been withdrawn.

10. Many of the children learned to use tools. Coordination of the eye and hand progressed remarkably for many.

11. Children went into the water and learned to overcome the fear of water. Others became good swimmers.

12. Children learned what patriotism is and how to display it.

13. The place of "deep thinking' in one's life was presented to many who had had no contact with spiritual life whatsoever.

14. Children became more self-confident, particularly in the ability to perform before a group.

15. Children learned to follow directions. When they came to camp they depended on others to lead them. During camp they learned that they must listen and follow directions.

16. Children learned to be more patient. Many had been accustomed to having everything done for them immediately. They learned that many times others come first.

Observer Reports indicated progress in that:

1. Children who could not tie their shoes learned to tie them during camp.

2. Children were making their own beds for the first time.

3. Children who had never given a thought to personal appearance were taught to comb their hair and learned good grooming.

4. Children who were shy and withdrawn upon entering camp learned to sing songs before the group.

5. Children of both races (Negro and white) lived, worked, and played together without any signs of friction.

Problems

The problems encountered were relatively few considering the size and newness of the program; however, there were some. They are reported by activity as follows:

1. Cabin Phase - The teaching of good health habits and cleanliness was hampered to some extent by the lack of personal articles brought to camp by the children.
2. The Physical Fitness Phase - The problem of retardation in the area of agility and coordination demanded more individual help than could be provided satisfactorily without neglecting some other important area.
3. Aquatics Phase - Reluctance and fear of water prevented this phase from developing to the fullest extent possible. More time was needed to develop these children to the point of learning that water can be fun.
4. Camp Management - There was a need for a "No Visitors" rule for parents except in emergencies or at times set aside for such visits.

Some individuals brought candy, extra money, etc. that caused some difficulty. Neither candy nor money was needed because adequate snacks were provided and nothing was sold. Several counselors were replaced before the program ended. This was necessary because those young people did not possess the physical stamina necessary for the job.

Modifications

In most cases, upon evaluating any program there are some changes which would improve the efficiency and outcome; therefore, after careful examination of the staff evaluations, the following modifications for next year are planned:

1. All counselors, paid and non-paid, should be college age people and their school records checked closely, particularly concerning personality traits and attitudes toward school work, the less fortunate, and the disabled.
2. In addition to written contracts, provide all camp personnel with a mimeographed copy of the duties and responsibilities of each member of the staff.
3. All agencies furnishing volunteers should be better instructed as to how to train their workers so that they might be even more effective.
4. The swimming instructor should have some training in working with mentally and physically retarded children.
5. Allow more creativity in arts and crafts.
6. Provide even less formal camp atmosphere.

Program C - Nature Study and Conservation

Program C was conducted in two parts. Part one included fieldtrips, excursions, and day or part-day activities of outdoor education. Part two provided a week of residential outdoor education.

Part one consisted of fieldtrips and day camping. Pupils experienced hikes, visits to the nature museum and activities conducted by expert resource persons as well as activities conducted by the Title III, Environmental Education Specialist who coordinates the nature and conservation phase of the project.

Part two of the program is designed to utilize resource persons. Experts in various scientific areas instructed the campers in groups of fifteen or less. The outdoor education experience is designed to draw out of each child that which is his alone - his own unique and creative personality and ability. It is also designed to offer experiences with authorities who can identify with and accept the children.

Part two of the program provided the following for the children:

1. Extended children's interests
2. Provided motivation for learning in the classroom
3. Broadened children's experimental background
4. Offered stimulating experiences in social learning
5. Widened the child's circle of friends
6. Gave opportunities to demonstrate leadership
7. Developed respect for natural wonders and the desire to preserve rather than destroy either deliberately or thoughtlessly

This program utilized expert resource persons in the following specific areas. Instruction was given in blocks of two and one-half hours.

1. Conservation - A conservationist took campers on hikes and gave first-hand information
2. Water Biology - An expert in the field of water biology utilized the streams and lakes situated on the camp grounds
3. Plant Life - A botanist taught plant life and utilized the nature trail and surrounding woods and fields
4. Animal Life and Insects - Expert resource people taught and developed projects and exhibits
5. Birds - Taught by an expert in wildlife and stressed respect and appreciation of wildlife

Nature study and conservation is a complementary program for both reading and special education camping programs. Campers in reading and special education camps certainly benefit from acquiring knowledge about their environment, but only when that knowledge is accompanied by meaningful experiences resulting in positive change of behavior is there real gain.

The objectives of the Nature Study and Conservation Phase of the Program are as follows:

1. To develop programs for grades one through nine within the county school systems.
    a. The coordinator met with educational leaders to determine approximate achievement levels to be expected from groups visiting camp or seeking supplemental instruction in classrooms
    b. A variety of books at various grade levels were analysed and purchased
    c. General meetings were held with teachers throughout the County to reveal plans for utilization of the nature trail
    d. Nature walks were held
    e. Adequate slide and audio-visual library was set up

f. Photographic equipment optically adapted for telescopic and macrophotographic techniques was purchased

2. To aid the existing county programs, the coordinator worked with the fifth grade camping program in the spring.

3. To develop among pupils, teachers, and parents an awareness of environment, its ecological and therapeutic values, and to foster positive relationships and responsible stewardship toward natural resources.

4. To involve outside specialists to instill interests farther afield and to inspire these specialists to contribute their support to a common cause.

5. To broaden science and nature studies.

6. To extend classroom curriculum.

7. To direct learning experiences out-of-doors.

8. To motivate for continued study.

9. To develop and/or improve social abilities.

10. To appreciate all aspects of nature.

11. To share camping experiences with others for the first time.

Through teacher observations and staff evaluations the following are evidences of substantial progress and success in the field of nature study and conservation:

1. Provided many direct learning experiences.

2. Offered a broad curriculum in a week of science and nature study.

3. Provided motivation and inspiration on the part of pupils in their quest for knowledge.

4. Fostered a week of extremely peaceful, happy, gracious family living for the children.

5. Developed a confessed reverence or appreciation for nature.

6. Expressed joy (by many) about the first extended stay away from home.

7. Sponsored "show and tell" which provided proof of children's interest, ability, and curiosity. Many meaningful reports denoting study in depth were given. Every child reported.

8. Provided:

    a. Federal funds to alleviate some of the financial problems.
    b. Excellent teachers.
    c. Varied curriculum.
    d. Good food.
    e. Extensive parent interest.

The problems encountered were minor ones primarily involving the physical plant such as heating facilities and lack of enough showers.

The successes revealed, in teacher observations and staff evaluations, that substantial progress was made in the program in the area of working with children in the school system.

Program C as it is related to the summer reading program and the mentally retarded program is evaluated under each activity of those programs.

The modifications of the nature study and conservation program for the next year will consist primarily of an extension of the program, under the direction of the program coordinator, to include more students with a better and more comprehensive program.

Specific modifications include to arrange for smaller groups for instruction. Perhaps the number will be ten

instead of fifteen. Also the curriculum will be broadened where possible. More individual study accommodations (materials, space, and place) will be provided.